BRYT AND BRIDGE PROGRAMS:
Connecticut School Counselors Conference 2019

The Brookline Center’s BRYT Team
Introductions

Welcome
Brenda has struggled with depression and anxiety in the past but has generally been able to function fairly well in school. However, she recently lost her mother, with whom she was very close, to an allergic reaction to a bee sting. Brenda subsequently attempted suicide and was hospitalized. She is now coming back to school after missing 12 days of class.

Talk with your partner about the following questions:

1. In order for Brenda to be successful (from both an academic and a social-emotional standpoint) in returning to school, what supports are she and her family likely to need?

2. In your school, what would be her likely experience, and how does that experience compare to the supports you just described?
BRYT and Bridge Programs: A Growing Network and Movement

- **2004:** First Transition Program at Brookline High
- **2010:** Replication begins; 1st Teens in Transition Symposium
- **2013:** Formal program evaluation initiated
- **2015:** Strategic plan completed; Evaluation completed
- **2016:** BRYT team expanded; Systematized key program elements; Expanded TA; Public awareness campaign
- **2018 and beyond:** Expansion to middle and elementary schools, program improvement

18 school programs in MA

40 school programs in MA

50 programs in MA

100+ programs in MA

8 school programs in MA

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100+ programs in MA

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Bridge* programs employ a customized transition planning and support process.

Planning and support extends from return to school/class to the student’s transition out of the program (typically 8-12 weeks) and involves continuous engagement with the student, family, school staff, and outside providers.

*`Bridge’ is the generic term for programs following the BRYT model; BRYT is an acronym for “Bridge for Resilient Youth in Transition”.

BRYT embraces the Multi-Tiered System of Supports (MTSS) framework

**Tier I**
- **All students**

Core: **What all students need and receive in order to be successful**

**Tier II**
- **~15-20%**

Supplemental Supports *(Core + More)*: **What some students need and receive in order to be successful**

**Tier III**
- **~5-10%**

Intensive Supports *(Core + More + More)*: **What a few seriously struggling students need**
Too often mental health supports are not fully integrated into a school’s MTSS map.
We propose a comprehensive and integrated multi-tiered system of supports

**TIER 3 = INTENSIVE**
Academic, SEL & Mental Health supports

**TIER 2 = SUPPLEMENTAL**
Academic, SEL & Mental Health supports

**TIER 1 = CORE**
Academic, SEL & Mental Health supports
The “4 S’s” of the BRYT Model

Students
Space
Services
Staffing
Students with serious emotional or medical problems

+ Absence or unable to function in school for at least five days

Open to general education and special education students alike
Presenting Problems among Students in Transition Programs in BRYT Evaluation Study

- Mood disorder: 55%
- Anxiety disorder: 39%
- Concussion: 17%
- Other medical disorder: 10%
- Substance abuse: 7%
- Eating disorder: 6%
- Other psychiatric disorder: 4%
- Autism spectrum disorder: 3%
- Infectious disease: 2%
- Psychotic disorder: 1%
- Cancer: 1%
Space: BRYT programs are located in a dedicated classroom in the school

- Fully accessible - near an exit
- Open during full school day
- Both work space and informal seating
- Private meeting space
The customized case plan for each student addresses:

- Academic Support
- Clinical Support
- Family Support
- Care Coordination
Staffing

Typically comprised of:
- Program Leader/Clinician (Social Worker/Counselor/Psychologist)
- Academic Coordinator (Teacher or Classroom Aide/Tutor)

Different schools use different staffing patterns.
Specific Learnings about BRYT Model K-8

1. Length of stay tends to be longer
2. Working with students exhibiting externalizing behaviors than at the high school level
3. Priority population definitions tend to focus on students in social emotional distress and missing extended school
4. The academic piece focuses on mastering standards rather than earning credits
5. For some, more difficulty internalizing coping skills so parent component is important both to learn and reinforce
6. Fewer unscheduled visits to the program
Question and Answer
Length of Program Enrollment
(median stay - 10 weeks)
As a student progresses through BRYT, the amount of time spent in the regular classroom increases.
BRYT Evaluation Study 2013-2016

Data gathered on 375 students in eight schools with transition programs modeled on BRYT

Study includes demographic and clinical characteristics, length of stay, and student outcomes

Journal article with formal findings published in 2017 in *Psychology in the Schools*

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Average School Attendance Rates, Before and After Program Admittance
Lower scores indicate better functioning; all differences are statistically significant.
Outcomes

85% of participants graduate or are on-track to graduate by the end of the year
BRYT Notes– 2018 research findings on BRYT’s impact on school culture

- Reduces stigma & facilitates inclusion
- Creates collaborative networks
- Provides scalable & actionable frameworks
- Drives innovation & flexibility

(c) 2015 BCMHC
There are multiple paths to staffing a program.

A champion takes ownership and advocates for the program.

- District funding allocation
- Staffing funded by school/district
- Resource development
- Program started up with external (grant) funds
- Re-organization of existing resources
- Program start-up without new funds
BRYT offers three kinds of support to schools during the planning phase:

1. Mapping pre-existing tiered supports
2. “Year Zero” data collection
3. Developing a comprehensive program plan

(c) 2017 BCMHC
BRYT supports programs after start-up

**Technical Assistance**
- Intensity of support determined by school
- Grounded in program self-assessment rubric
- Can focus on any aspect of program development and/or student support

**Online Resources**
- **BRYT Portal:**
  - FERPA- and HIPPA-compliant student-level database
  - Comprehensive online resource library/toolkit

**Robust professional development**
- Annual symposium
- Quarterly regional PD sessions
- Special topic PD sessions

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What ended in 1896?

1895

What was significant about 1895?
Final Partner Exercise

- Please return to your partner from earlier in the session and:
  - Share with each other what you have learned
  - Share what you see as your next steps after this session
BRYT Team Contact Information

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